



PERCEPTION OF THE GRADUATE STUDENTS IN THE ACADEMIC PERFORMANCE OF THEIR PROFESSORS: THE CASE OF DOCTOR OF EDUCATION PROFESSORS IN LEYTE NORMAL UNIVERSITY

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ABSTRACT

Academic performance of Professors in the graduate school is a factor in understanding the quality education of a graduate student may achieve. This phenomenon is the center of this study, which the researchers would like to learn the academic performance both intra and extraperformance of the Professors in the University. Theory in performance gap was utilized in order to fill-in gap of academic performance of the Professors. Thus, this study utilized a Likert scale in order to unlearn the academic performance of the Professors through the perceptions of the graduate students of Doctor of Education and open-ended questions in order to elicit further information. A significant finding was revealed that Professors as mentors boost the motivation of the students through their genuine concern, but with high standard relative to its requirements in the field of specialization.

KEYWORDS: Professor's Academic Performance, Graduate School, Mentor, Social Science, Mixed methods, Philippines.

INTRODUCTION

Graduate School is also known as Grad School constitutes an advanced study of programs focused on a particular specialization. This is where professionals in different fields and industries met in able to learn a further understanding of the phenomenon, techniques, scientific, and application and development of new knowledge and theories for greener, sustainable and better mankind. Furthermore, Academicians in the Grad School possess extra mile to better-off their students at least one-step advanced to consider him an expert. This constitutes with their performance in the classroom and in the community. Some Universities and Students in the Grad School call their Professors as Mentors because it is understood that Mentors has sustainability in terms of guiding and continuous learning with their peers and students. It is said in an article that there a high correlation between student achievement and retention with the performance of the Professors in the Grad School (Campbell & Campbell, 1997). In another study, student-faculty mentorships in graduate settings are sometimes characterized by dysfunction stemming from such varied sources as faulty matching, boundary violations, incompetence, conflict, and cross-gender or cross-race concerns which resulted in both graduate program administrators and individual faculty members who find themselves in problem mentorships with graduate students (Johnson & Huwe, 2002). Mentorship is a factor in understanding the academic performance of their Professors. As this promotes academic relationships and professional linkages. This study in anchored on the theory of GAPs Model. The gap model of service quality developed by Parasuraman, Zeithaml, and Berry (1985) and described by Zeithaml and Bitner (2003) define quality of service as "the degree of conformance of all the relevant features and characteristics of service to all the aspects of the consumers' needs limited by the price and delivery s/he will accept". Specifically, this theory introduces gaps in an organization to which this study attempted to prove such as the performance gap. Performance Gap as stated by Zeithaml and Bitner is a gap of which the customers were expecting a good service through action, knowledge, and transfers of information. In order to prove this phenomenon, this study attempted to measure the level of academic performance as perceived by the Graduate Student of the University in order to find out significant facts about how the Professors performed their academic responsibility to its students as a gap of information and knowledge.

MATERIALS AND METHODS

Research Design

The research employs a Sequential Explanatory Design (Creswell, 2013) where the respondents answered the questionnaire using closed-ended and open-ended questions as its primary instrument. Open-ended questions were used to further elicit, verify, and understand the quantitative information. Moreover, an informal interview was carried out to gather further information to fill in the unanswered questions in the questionnaire as this will help the data become more reliable and accurate.

Research Methods

The research seeks permission through the University President of the Leyte Normal University (LNU). The questionnaire was distributed to the Graduate Students of Doctor of Education (EdD) as identified respondents of the study through the help of the Dean of the Graduate School and some Faculties in Undergraduate not teaching in the Graduate School. The total Enrollees during the School Year 2015-2016 Second Semester were 51 EdD Graduate Students, however, only 46 who were able to participate in this research. These numbers of participants are above the average by 90%, representing the total population. The data collected were encoded and plotted in MS Excel and computed it's Mean.

The interpretation of Mean uses the Limit of Scale and its Qualitative Description using five (5) Likert scale as shown below.

Limit of Scale	Qualitative Description
4.21-5.00	Outstanding
3.41-4.20	Very Good
2.61-3.40	Good
1.81-2.60	Poor
1.00-1.80	Not Performing

RESULTS AND DISCUSSIONS

Table 1: EdD Professors Quality Performance (PQP)

PQP Indicators	Mean	Qualitative Description
Demonstrate competence/high knowledge in their area of specialization	4.79	Outstanding
Available for consultation/advising	4.57	Outstanding
Appreciate and has genuine concern for students.	4.38	Outstanding
Set high, but attainable standards as shown in the quality of students' performance and outputs.	4.71	Outstanding
Demonstrate acuity of educational trends on the local, regional, national or international affairs.	4.71	Outstanding
Punctual and regular in attendance.	4.57	Outstanding
Uses multimedia, modules, and other kinds of instructional materials in teaching.	4.64	Outstanding
Assess students' behavior through valid and appropriate evaluative instruments.	4.43	Outstanding
Use approaches/methods or techniques that develop critical and analytical thinking.	4.57	Outstanding
Give timely feedback on the work of students.	4.43	Outstanding
GRAND MEAN	4.58	Outstanding

As shown in this table, it was very evident that the Professors of Doctor of Education have an Outstanding Quality Performance with a Grand Mean of 4.58 across the ten (10) PQP Indicators. The top three (3) indicators were (1) The Professors demonstrate competencies and high knowledge in their area of specialization with a Mean of 4.79; (2) The Professors set high, but attainable standards as shown in the quality of students' performance and outputs with a Mean of 4.71; (3) The Professors demonstrate acuity of educational trends on the local, regional, national or international affairs with a Mean of 4.71. These indicators simply demonstrate that the Professors have high standards appropriate for professionals and professional trainings, updated knowledge of the trends in the Academic community, and above all, has an outstanding competency and knowledge in the field of specialization which is appropriate in the program. This implies

that beyond knowledge and competencies, the additional ingredient necessary to outstanding performance appears to be the desire to use one's talent. This seems driven by a person's value, a philosophy, a sense of calling or mission, and unconscious motives and traits. These three domains of capability (i.e., knowledge, competencies, and motivational drivers) help us to understand what a person can do (i.e., knowledge), how a person can do it (i.e., competencies), and why a person feels the need to do it (i.e., values, motives, and unconscious dispositions) (Boyatzis, Stubbs & Taylor, 2002). Moreover, Teachers need to think about what it means to learn different kinds of material for different purposes and how to decide which kinds of learning are most necessary in different contexts and use different teaching strategies to accomplish various goals and many means for evaluating students' knowledge and assessing students' approaches to learning (Darling-Hammond, 2008). In this case, developing lifelong learning is central to the mission of higher education institution (American Library Association, 2000). These characteristics of Professors in the Graduate School must possess in high standard relative to lifelong learning through its outstanding academic performance. It is also inevitable that Professors must have the sense of genuine concern (Mean = 4.38) with their students to establish excellent rapport and academic relationships to have an avenue of sharing knowledge and ideas in the field of specialization. This claim is supported by a study saying that, Professors with genuine concern with their student boost the motivations and encouragement of the students to do better in their classes and has high significant relationships on its achievements in life (Johnson & Romanoff, 1999).

Some qualitative responses that support the claim were:

I appreciate our professors for being understanding and for assisting us in our pursuit of excellence in the different tasks entrusted to us.

I do highly appreciate how effective/efficient a faculty, especially those who are my professors at present. They are that knowledgeable in that area.

Their professionalism and commitment to the mission and vision.

CONCLUSIONS

Professors of Doctor of Educations in the University possess an outstanding quality in terms of its performance in dealing with their students both intra and extra performance. Intra-performance means, the Professor has high regards to their students by treating them professionally and showing them how to be a model in their own field of specialization. While Extraperformance is the establishment of outstanding rapport, academic relationships by showing their full potential or its competencies in teaching in the graduate school.

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